 **UNIVERSIY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Cory McCullough **Lesson** #: #4 **Facet:** Self-Knowledge  
**Grade Level:** 9 - 11 **Numbers of Days:** 4 days  
**Topic:** Beginning of the Cold War  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**World War II led into the Cold War and that the Cold War has lasting implications.  
  
**Student will know**Pairs Peace Conference, the Cold War (Korean War, Warsaw Pact, Truman Doctrine, Cuban Missile Crisis, Vietnam War, Nikita Khrushchev, Nixon, JFK, Stalin...  
  
**Student will be able to do**reflect on the long lasting impacts of the Cold War.  
  
**Product:**Timeline  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1, Knowledge, Concepts, Theme, Patterns.  
**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"  
Students understand major eras, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Performance** **Indicators:** a, b, c, d  
  
**Rationale:**Students will understand the major era of the Cold War and how it influenced politics today.   
  
  
**Assessments**  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
The teacher will be using a [3-minute Pause](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) during the lesson to make sure students fully understand what we are learning. This will be a time for students to think about how the Cold War was a domino effect; they can think though how each event of the early stages of the Cold War added more tension. the teacher will also use a [Debriefing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) activity so that students can review lessons and react to them.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will evaluate their peers timelines using a check list. The teacher will give oral and written feedback based on the rubric given for the timeline.  
  
**Summative (Assessment of Learning):**  
Create a timeline using Lifetracker documenting the tensions between the United States and Russia, which led to and persisted during the Cold War. Students can start the timeline where they believe the tensions actually started, but there has to be good logic behind where you started. Don't just state the events that happened, but explain how each event added more tension to the conflict between Russia and the United States. Make sure you include all of the major events that led to the Cold War and during the early stages of the Cold War. **80 Points**  
  
**Integration**  
**Technology (SAMR):**  
The timeline using Lifetracker is considered modification on the SAMR level. This program helps students organize their ideas and dates, helping make sure they have everything the enter in order. It also allows them to add text that can only be seen once you click on the event's title. This can be used for students to elaborate on how the event added tension to the Cold War and led to the next event.  
  
**Content Areas:**  
Geography - Students will study the terrain of some of the important events of the Cold War, such as the Korean War.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a [Sequence Chart](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf) as their graphic organizer. This will help students keep track of the order of events of the Cold War and how the Cold War was a domino effect. After this is filled out, the class will partake in a [Rally Robin](https://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) to figure out how each event was part of a domino effect that slowly added more and more tension between Russia and the United States.  
  
**Section II – Groups and Roles for Product**  
Students will be working alone to create their timeline.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will listen to their teacher as they present about the early stages of the Cold War.  
**Logic:** Students will analyze how each event during the Cold War added more and more tension between the United States and Soviet Russia.  
**Visual:** Students will look at United States propaganda related to the Cold War.  
**Musical:** N/A  
**Kinesthestic:** Students will role play being different delegates from each country that attended the Paris Peace Conference and react it.  
**Intrapersonal:** Students will work on their own to create their timelines of the Cold War.  
**Interpersonal:** Students will participate in a Rally Robin to figure out how each event was a part of a domino effect that slowly added more and more tension between Russia and the United States.  
**Naturalist:** The class will discuss the terrain of certain places that were significant to the Cold War, such as Korea.  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
There will be circumstances that arise that will force a student to miss this class. It happens to every student every now and then. Students will be fully responsible for making up all of the work they missed in their absence. Students can either check with their study partner for what they missed or talk directly with eh teacher. Due dates for certain assignments can be changed only of it the new due date is communicated to and agreed upon by both the teacher and student.  
  
**Extensions**  
  
**Technology (SAMR), Gifted Students:**  
Gifted students (and those interested in this subject) will be able to add events beyond the early stages of the Cold War. This doesn't change the SAMR level of the project though; it remains at modification.  
  
**Materials, Resources and Technology**

* Projector
* Class set of Ipads
* [Sequence Chart](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf)
* [Truman Doctrine Handout](http://www.ourdocuments.gov/doc.php?flash=true&doc=81)
* [United States Coups Handout](http://foreignpolicy.com/2013/08/20/mapped-the-7-governments-the-u-s-has-overthrown/)
* Timeline project direction sheet
* Timeline project partner checklist
* Timeline project rubric

**Source for Lesson Plan and Research**

* Sequence Chart graphic organizer: <http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf>
* General timeline of the Cold War: <http://faculty.washington.edu/qtaylor/a_us_history/cold_war_timeline.htm>
* The Truman Doctrine: [http://www.ourdocuments.gov/doc.php?flash=true&doc=81#](http://www.ourdocuments.gov/doc.php?flash=true&doc=81)
* Reading about the governments that the Americans overthrew during the Cold War: <http://foreignpolicy.com/2013/08/20/mapped-the-7-governments-the-u-s-has-overthrown/>
* Description of the Bay of Pigs invasions: <http://www.history.com/topics/cold-war/bay-of-pigs-invasion>
* Description of the Cuban Missile Crisis: <http://www.history.com/topics/cold-war/cuban-missile-crisis>
* Description of the Korean War: <http://www.history.com/topics/korean-war>

**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
The classroom will be arranged into either tables of four students or desks that are grouped into clusters of 4. There would probably be about 4 or 5 groups of desks depending on how many students were in the class. This would be the optimal class set up for the group work that we have to complete during class.

**Agenda (include days and times)**  
  
Day 1

* The teacher will conduct a discussion about the lasting impacts of the Cold War that are still seen today (20 minutes).
* The teacher will have the class participate in a [Rally Robin](https://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) to review the causes of the Cold War, both short term and long term (30 minutes).
* The teacher will handout the [Sequence Chart](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf) and explain that this is how the class will be organizing their notes as they discuss the Cold War (5 minutes).
* The teacher will present about the[rise of Communism in Eastern Europe](http://www.skwirk.com/p-c_s-56_u-490_t-1333_c-5122/communism-after-1945-background/tas/communism-after-1945-background/australia-after-1945/the-spread-of-communism-after-world-war-ii) during the late 1940's (30 minutes).

Day 2

* The students will read the [Truman Doctrine](http://www.ourdocuments.gov/doc.php?flash=true&doc=81#%C2%A0) and discuss it's meaning. They will then begin to discuss the possible consequences of the Truman Doctrine (30 minutes).
* The teacher will present on the [Korean War](http://www.history.com/topics/korean-war), allowing students to ask questions about it as they present (35 minutes).
* Students will get into small groups and participate in a [Debriefing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf). Here students will talk about their reaction to what they have learned over the past two days (15 minutes).

Day 3

* The teacher will present about the alliances that were forming at during the early stages of the Cold War (10 minutes).
* Students will read about the [governments that the United States overthrew](http://foreignpolicy.com/2013/08/20/mapped-the-7-governments-the-u-s-has-overthrown/) during the early stages of the Cold War then discuss possiblerepercussions of this and America's rational behind these coups (30 minutes).
* The teacher will then present about the [invasion of the Bay of Pigs](http://www.history.com/topics/cold-war/bay-of-pigs-invasion) and [the Cuban Missile Crisis](http://www.history.com/topics/cold-war/cuban-missile-crisis), during which the students will part take in a[3-minute Pause](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) (40 minutes).

Day 4

* The teacher will handout the direction sheet for the timeline project and explain the timeline project, allowing time for any questions about it (10 minutes).
* The teacher will explain how to use the Lifetrack app to create their timeline project (15 minutes).
* Students will begin to work on their timeline project, asking their peers or the teacher if they have any questions (30 minutes).
* Students will then pair up and evaluate what the other has so far based on a check list given to them by the instructor (15 minutes).
* Students will spend the rest of class working on their timelines (10 minutes).
* Homework: finish their timeline.

**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
  
Students will understand that World War II led into the Cold War and that the Cold War has lasting implications. The Cold War is an important issue to learn about because it still has lasting implications on global relations in today's world. *Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* The hook of this lesson will be showing students the real world applications of the Cold War. The teacher will lead a discussion describing some of the events of the Cold War and how they have affected global politics almost 50 years later (example: the United States overthrowing the Iranian government).  
**Where, Why , What, Hook Tailors:** Intrapersonal, Logic  
  
Students will understand the events of the first half of the Cold War. See content notes for more details. Students will use a [Sequence Chart](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf) as their graphic organizer. This will help students keep track of the order of events as they learn about them. This knowledge will help them later when they make their timelines. Students will also partake in a [Rally Robin](https://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) to review the causes of the Cold War. The teacher will use two different checking for understandings during this lesson. First the teacher will conduct a [Debriefing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) activity so students can review what they learned during the first two days of this lesson. Then the class will partake in multiple [3-minute pauses](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) throughout the Bay of Pigs and Cuban Missile Crisis lesson.  
**Equip, Explore, Rethink, Tailors:** Interpersonal, Intrapersonal, Logic, Visual.  
  
Students will be able to reflect on the long lasting impacts of the Cold War. They will do this during through their timeline. Students will create a timeline about the early events of the Cold War that they learned about in class. They won't just include the events name, but a brief description of it and how it added tension between the Soviet Union and the United States. Students will also include how each event caused another event where applicable. Each student will get the role of creator of the timeline seeing that they will make their own timelines. Students will assess their peers based on a checklist given to them from the teacher. They will do this after their peers have gotten started on the project, but have not fully completed it. This will be to make sure each student is on the right track before they get too far into the project. They will also be given time in class to work on this project, so they will have the opportunity to ask the teacher and their peers and questions they may have on the project.  
**Experience, Revise, Refine, Tailors:** Logic, Intrapersonal, Visual.  
  
The teacher will grade their reflection based on a rubric they will receive before creating their timeline. Along with their grade and rubric, students will receive written feedback on their timeline. This timeline will be graded out of 80 points. This will provide the teacher with the knowledge of if their students understood the beginnings of the Cold War and how one event played into another, slowly adding more tension between the Soviets and the Americans.  
**Evaluate, Tailors:** Logic, Interpersonal, Intrapersonal.  
  
  
**Teacher Content Notes**  
Students will know…..   
  
[Rise of Communism in Eastern Europe](http://www.skwirk.com/p-c_s-56_u-490_t-1333_c-5122/communism-after-1945-background/tas/communism-after-1945-background/australia-after-1945/the-spread-of-communism-after-world-war-ii)

* Albania was the first Eastern European country to establish a Communist government post World War II in January, 1946.
* In January, 1947, communists seized control of Poland.
* Communists win the Chinese Civil War.

The [Truman Doctrine](http://www.ourdocuments.gov/doc.php?flash=true&doc=81) was President Truman's statement that the United States would support any nation in their fight against communism.

* Originally directed towards the eminent threat pf communism taking over Turkey and Greece.  
    
  [Korean War](http://www.history.com/topics/korean-war)
* Began on June 25th, 1950, when 75,000 North Koreans poured over the 38th parallel, the dividing line between North and South Korea.
* It is considered the first military action of the Cold War.
* Soviets supplied the North Koreans, the Americans fought with and supplied the South Koreans.
* Americans wanted to end the conflict as soon as possible in fear that it could cause a World War III.
* Before World War II, Korea had been a Chinese colony. After, the Soviets and the Americans fostered the North and South respectively, allowing the North to become communist and the south democratic.
* Americans viewed the war as more than just a boarder dispute, but a chance for the Soviet Union to extend it's influence even further.
* "If we let Korea down, then the Soviets will keep right on going and swallow up one place after another." Harry Truman.
* The war started off badly for the south, but ended in an armistice.

[USA Overthrowing Foreign Governments](http://foreignpolicy.com/2013/08/20/mapped-the-7-governments-the-u-s-has-overthrown/)

* Iran, 1953: The Americans overthrew the Iranian leader becuase he tried to nationalize the oil fields. They feared that this would lead to a communist nation.
* Guatemala, 1954: Although the United States originally supported the Guatemalan President, Jacobo Arbenz, they overthrew him once he tried to take control of American owned fruit companies.
* Congo, 1960: Patrice Lumumba was originally pushed out of office because of a US supported Belgian military intervention to help Belgium maintain their financial investments in the Congo as it decolonized. He became a CIA target after asking for Soviet assistance in freeing the Congo.
* Dominican Republic, 1961: The CIA supported a civilian rebellion against the brutal dictator Rafael Trujillo.  
    
  [Bay of Pigs Invasion](http://www.history.com/topics/cold-war/bay-of-pigs-invasion)
* The United States launched this invasion to prevent Castro from seizing power, but it did not end well.
* The Americans sent 1,400 American trained Cuban soldiers who were horribly outnumbered and surrendered after 24 hours.
* The Americans feared they would lose their sugar cane plantations if they let Castro take over Cuba.
* Kennedy was skeptical about giving Cuban gorillas weapons to fight Castro, but the CIA convinced him to do it.
* The plan was to bomb Castro's tiny air force, but Castro knew of this plan so he moved his air force before they were bombed.
* Unable to turn back at this point, the 1,400 Cuban soldiers continued the invasion and were ripped apart by Castro's forces and air force.  
    
  [Cuban Missile Crisis](http://www.history.com/topics/cold-war/cuban-missile-crisis)
* One of, if not the most tense moment of the Cold War.
* The United States learned that the Soviets were planning on setting up nuclear missiles on Cuba, easily able to hit the United States with little to no warning. The USA didn't like this thought.
* They set up a blockade around Cuba in hopes to prevent the Soviet ships from reaching Cuba.
* As the Soviet ship approached Cuba, the Americans threatened to fire on them if they did not turn around.
* They did turn around, but no where near immediately.
* It is said that the Americans almost "pushed the button" and fired on the Soviets, which would have been an act of war. \

**Handouts**

* [Sequence Chart](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf)
* [Truman Doctrine Handout](http://www.ourdocuments.gov/doc.php?flash=true&doc=81)
* [United States Coups Handout](http://foreignpolicy.com/2013/08/20/mapped-the-7-governments-the-u-s-has-overthrown/)
* Timeline project direction sheet
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**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***  
Clipboards will like this lesson because they will have a set checklist of what they have to include in their timeline.  
  
***Microscope:***  
Microscopes will enjoy looking at the many events of the Cold War in some level of detail. This lesson covers all of the major events of the Cold War prior to the Vietnam War.  
  
***Puppy:***  
Puppies will enjoy this lesson because the teacher will develop an environment of respect when it comes to group work. Students will be able to share their ideas about the hook and during the [Rally Robin](https://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf).  
  
***Beach Ball:***  
Beach balls will enjoy how they can add other events that we did not cover in class to their timeline if they'd like to. This opens the door to many different kinds of timelines.  
  
***Rationale:***  
It is important for teachers to understand their students' learning styles and incorporate that knowledge into their lesson planning. Students will be more engaged when their teacher tailors to their learning styles. But, since not everyone has the same learning style, then the teacher has to adapt their lesson plans to tailor to all the possibilities of learning styles instead of just one or two.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
The teacher will be using a [3-minute Pause](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) during the lesson to make sure students fully understand what we are learning. This will be a time for students to think about how the Cold War was a domino effect; they can think though how each event of the early stages of the Cold War added more tension. the teacher will also use a [Debriefing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) activity so that students can review lessons and react to them.  
  
***Summative:***  
The timeline will be the students' summative assessment. Students will use the information they learned in class in order to create their timelines.  
  
***Rationale:***  
Both of these kind of assessments are important for a teacher to fully understand if their students are retaining the knowledge they are giving them. I chose [3-minute Pause](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) and [Debriefing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) becuase they are good, interactive ways for a teacher to see if the students understand what a lesson was about. They also more applicable to different times in a lesson, because the [3-minute Pause](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) is better suited during a lesson and [Debriefing](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) is better suited for after a lesson. The timeline project is a good way to assess a student's understanding of the early events of the Cold War and their lasting impacts.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
  
  
***MLR or CCSS or NGSS***  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1, Knowledge, Concepts, Theme, Patterns.  
**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"  
Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Performance** **Indicators:** a, b, c, d  
  
  
***Facet:*** Self-Knowledge   
  
***Rationale:*** Students will understand the roots of democratic philosophy as the United States tried to spread it across the globe during the Cold War. Students will also understand the historical influence of the Cold War as well as the major themes of the Cold War.   
  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
  
**Verbal:** Students will listen to their teacher as they present about the early stages of the Cold War.  
**Logic:** Students will analyze how each event during the Cold War added more and more tension between the United States and Soviet Russia.  
**Visual:** Students will look at United States propaganda related to the Cold War.  
**Musical:** N/A  
**Kinesthestic:** Students will role play being different delegates from each country that attended the Paris Peace Conference and react it.  
**Intrapersonal:** Students will work on their own to create their timelines of the Cold War.  
**Interpersonal:** Students will participate in a Rally Robin to figure out how each event was a part of a domino effect that slowly added more and more tension between Russia and the United States.  
**Naturalist:** The class will discuss the terrain of certain places that were significant to the Cold War, such as Korea.  
  
***SAMR:***  
The timeline using Lifetracker is considered modification on the SAMR level. This program helps students organize their ideas and dates, helping make sure they have everything the enter in order. It also allows them to add text that can only be seen once you click on the event's title. This can be used for students to elaborate on how the event added tension to the Cold War and led to the next event.  
  
***Rationale:***  
Teachers need to vary their teaching styles to adjust to all intelligences, which is what is exhibited in this section. If you miss one intelligence, some students may miss some information.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
This lesson hits on section A of this standard. The Lifetrack app is used to promote, support, and model creative and innovative thinking when it comes to the timelines the students will be creating.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:***  
This lesson hits on section C of this standard. Lifetrack and digital presentations including images, videos, text, and audio to appeal to a variety of learning styles.